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ABSTRACT

This individualized unit of study was developed by teachers to teach intermediate and junior high school students about advertising. Specific objectives are to teach students to identify the different sources and types of advertisements, to recognize the three main purposes of advertisements, and to analyze the purchasing powers behind the basic advertisement. The Teacher's Guide contains special instructions for the teacher, a concise bibliography, pre- and posttests, and all student worksheets. The student booklet contains concise background information and specific directions which the student must follow to complete the unit. Students are expected to keep a folder or notebook of the varied activities in which they participate. Students collect ads from different sources and make a bulletin board display; list the advantages and disadvantages of a display ad and a classified ad; write or draw an original advertisement that has one of the three purposes of advertisement; find two ads which inform, two ads which persuade, and two ads which offer a public service; and conduct a survey of edible products of different brands by use of a taste test. Optional activities involve students in reading books and viewing filmstrips. (Author/RM)

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ADVERTISEMENTS

There's A Lot More Than Than Meets the Eye Teacher's Guide

By

Cindy Vertin

for

Project COST
ESEA Title IV
Kansas State Dept. of Education
USD 449
Easton, KS 66020

SP 012 734

LIST OF OBJECTIVES

Upon completion of this capsule, your student will be able to:

PART I:
1. Identify the different sources of advertisements.
2. Identify types of written ads.

PART II: Recognize the three (3) main purposes of advertisements.

PART III: Analyze the purchasing powers behind the "basic ad".

SPECIAL INSTRUCTIONS

There are two (2) Pre-tests, which I also use as Post-tests. One of the tests (A) is for the average and above-average student, while the other one (B) is for the slower student. The teacher must be the one to decide which test a student uses. I suggest you give the Pre-test before beginning the capsule. Each section contains an introduction which also gives answers to some of the questions on the pre-and post assessments.

The four (4) Pre-test questions on Test A are arranged so that if a student correctly answers #1, he/she need not do Section II. If he/she correctly answers questions #2 and #3, he/she need not do Section I. Finally, if he/she correctly answers #4, he/she need not do Section III.

In Pre-test B, statements are arranged so that #1 and #2 apply to Section I; #3 a,b,c, and d apply to Section II; and #4, #5, #6, and #7 apply to Section III.

I have not included any self-checks of Parts I, II, or III as the activities at the end of each part can be used as proof as to whether or not the student is getting the necessary information.

I suggest the student keep a folder of the activities he/she chooses to do and that the teacher "spot checks" his work at the end of each section and checks these off the student's Record Sheet before the student advances to the next section. Another alternative might be, that the teacher look at the student's total capsule results when the student finishes and then decide if he/she needs to go back to a particular section before taking the post test.

A simple reminder: Consider taping the reading parts of the capsule and the pre-and post tests for the non-reader's use. The application activities are such that the non-reader would have alternatives.

Before you begin, go back and read the entire student's capsule. Be sure that you understand what the student is to do in each activity.

Although there are some activities which suggest that the student read certain books or view particular filmstrips, these are optional activities. The student can obtain the same information from the body of the capsule itself. If these materials are available, they obviously would help to reinforce the concepts. All other worksheets are included in the capsule itself.

Each student will need a copy of the student capsule. Students are instructed to keep their work together in a notebook. You may wish to provide special instructions to your students about collecting and organizing their work into a notebook. You may want them to include a table of contents when they have finished. If so, you may have to show your students how to do this.

All of the worksheets have been placed at the end of the capsule. Students have been directed to find the worksheets, complete them, and place them in their notebooks. You may wish to remove these pages, duplicate them and place them in a central location in the room. This will probably be a much better system for you if your student capsules are stapled, since students will have difficulty removing pages from the booklet if stapled.

As your students complete the activities, you will find opportunities to include more types of instruction for students who have difficulty with any of the activities. Section III lends itself to the teaching of aliteration and similes, as well as reinforcing the use of synonyms, antonyms and adjectives.

ANSWERS TO THE PRE/POST TESTS

PRE TEST

1. 3 Main purposes of advertisements are: (Applies to Section II)

   a. Persuading the general public.
   b. Provide services to the public.
   c. Secure information.

2. Display ads have a captivating picture which catches the viewers' eye and they use few words in the ad.

   Classified ads use descriptive words without use of pictures, which takes less space, but gives more information.

   (Applies to Section I)

3. (Applies to Section I) Some sources of advertisements. Accept any answers that would apply.

   a. T.V.
   b. Radio
   c. Magazines
   d. Newspapers
   e. Billboards
   f. Telephone solicitations
   g. Coupons
   h. Door-to-door salespersons
   i. Matchbooks
   j. Mouth-to-mouth

4. Basic ad appeals (Applies to Section III)
   Accept any of these five.

   a. the senses
   b. the "happy family" syndrome
   c. expert opinions
   d. what famous people say and use
   e. the snob appeal
   f. appeal to the young people
   g. use of symbols (White tornado)
   h. It's new fads
   i. Romantic
   j. Humbleness
   k. Concern for Public
   l. Statistics
   m. Humor

POST TEST ANSWERS:

1. False
2. False
3. a. True
   b. True
   c. False
   d. True
4. False
5. True
6. False
7. True

*** Numbers 1 and 2 pertain to Part I of the capsule.
Numbers 3a to 3d pertain to Part II of the capsule.
Numbers 4 to 7 pertain to Part III of the capsule.

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"Advertising: Moving Products", Current Consumer, Vol. I, No. 9 (May, 1977), 4-13.

Brooks, Bonnie J., Basic Competency Skills 6. St. Louis: MIlliken, 1977.

Consumer Advertising. Cinncinnati: Proctor and Gamble: 1976.

Consumer Study Units (Set I). Tony: Homemaking Research Laboratory, 1970.

Miller, Carl J. Modern Journalism, New York: Holt, Rinehart and Winston, Inc., 1962.

Stine, Jane and Robert, On Strike and Other Economic Games. New York: Scholastic Magazine, Inc, 1974.

ADDITIONAL RESOURCES

Magazines

Newspapers

Radio

Television

APPENDIX

This appendix contains copies of all worksheets and assessments. These copies may be used to make your own classroom quantity copies. To use, unstaple the sides of the teacher's guide and remove the worksheet and assessment pages. Restaple the remaining pages of the teacher's guide.

PRE-TEST

TRUE OR FALSE: Label each statement with T for True and F for False, on the line beside the number of the statement.

_____ 1. A display ad says more in a few words than a classified ad.

_____ 2. Advertisements can only be found on T.V., the radio and the newspaper.

3. The purposes of advertisements are:

_____ a. to sell a product,

_____ b. to persuade the general public,

_____ c. to make us experts on the universal sales pitch,

_____ d. to secure information.

_____ 4. All ads appeal to the general public.

_____ 5. Some ads appeal only to a particular group of people.

_____ 6. Ads try only to appeal to your emotions.

_____ 7. The simplest kind of ad is called the "basic ad".

***Numbers 1 and 2 pertain to Part I of the capsule.

Numbers 3a to 3d pertain to Part II of the capsule.

Numbers 4 to 7 pertain to Part III of the capsule.

BEST COPY AVAILABLE

1

Warning: The Surgeon General Has Determined That Cigarette Smoking Is Dangerous to Your Health.

2

SPACE AGE MIRACLE
by Nelson
ACTIVATED CHARCOAL IN PATENTED DISCOVERY ODOR-EATERS INSOLES
'EATS-UP' FOOT ODOR
ABSORBS PERSPIRATION MAKES FEET COMFORTABLE
ODOR-EATERS DESTROY ODOR OF FEET, SOCKS AND SHOES
THEY WORK LIKE NO SPRAY OR POWDER CAN
IN SPACE CAPSULES CHARCOAL PURIFIES AIR...IN ODOR-EATERS IT DESTROYS FOOT ODOR
3-Month Guarantee by Combe Inc.
GET JOHNSON'S Odor-Eaters FOAM INSOLES WITH MIRACLE CHARCOAL AT FOOT CARE COUNTERS. COMBE INC.

3

CHILD CARE 23A

WILL do babysitting in my home, evening and nights only. Call 651-4659.

WILL do babysitting in my home, hot meals, provide transportation to schools, weekdays, references and reasonable. Call 651-2109.

4

WANTED: RECIPES MEN LIKE TO COOK

Men— share your recipes with us. If yours is selected for the He Cooks feature, we'll pay you $50 for it. Additional outstanding recipes will be purchased for other use for $10 each. There are no food categories, no deadlines. Send your entry to "HE COOKS," P.O. Box 7, Des Moines, Iowa 50336. We reserve the right to edit selected recipes. Recipes submitted become the property of Meredith Corporation.

Activity 1

1. _____

2. _____

3. _____

4. _____

5. _____

PLEASE DO NOT ANSWER HERE.

USE YOUR OWN PAPER.

5

THINK OF WHAT JUST ONE PERSON CAN DO TO STOP POLLUTION

People start pollution. People can stop it.

Advertising contributed for the public good

Keep America Beautiful

99 Park Avenue, New York, New York 10016

Answers to Activity I.

1. Persuading or Inform General Public
2. Persuade
3. Securing Information/Services Provided to Public
4. Securing Information
5. Services Provided for Public Good or Persuade

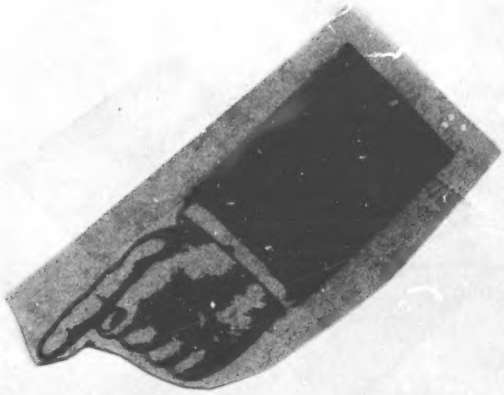
POST-TEST

1. List the three (3) main purposes of advertisements. (Pertains to Part II)
   a.
   b.
   c.

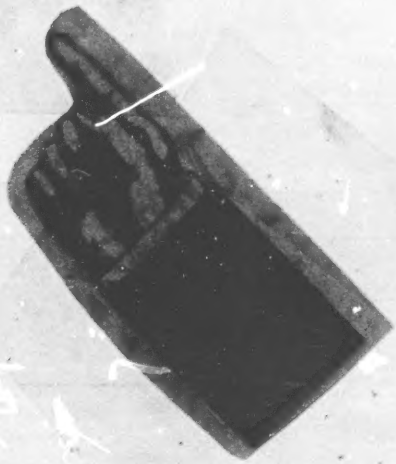
2. What is the difference between a classified ad and a display ad? (Pertains to Part I)

3. List ten (10)places where you can find advertisements. (Pertains to Part I)
   a.
   b.
   c.
   d.
   e.
   f.
   g.
   h.
   i.
   j.

4. List five (5) ways a basic ad tries to be appealing to the public. (Pertains to Part III).
   a.
   b.
   c.
   d.
   e.



APPROACHING ADVERTISING



INTRODUCING A NEW SUPER HERO

Faster than a 30 second commercial...

More powerful than a sports hero endorsement...

Able to use 35 describing words in a single ad ! !

Look, up in the sky!! It's stupendous! It's magnificent!! It's recommended by 4 out of 5 doctors!

IT'S AD MAN !!!!!!!!!!!!!!!

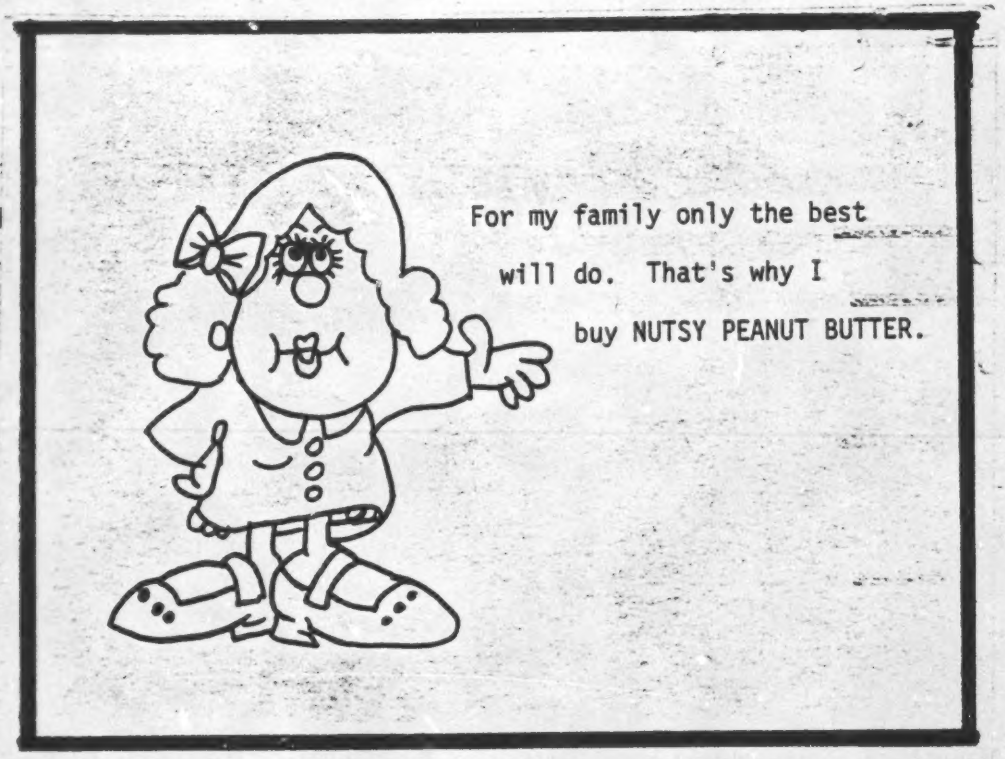
Does this sound silly? Perhaps it does, but it does tell us a lot about the commercials we see and hear on tv and radio or the ads we see in newspapers or magazines. In this section Ad Man will show you some ways that advertisers try to get you to buy their products.

TURN THE PAGE TO LEARN MORE ABOUT AMERICA'S NEWEST SUPER HERO!

Hi! This is Ad Man speaking - super hero of the advertisement world. We super heroes all have super powers - mine are selling powers.

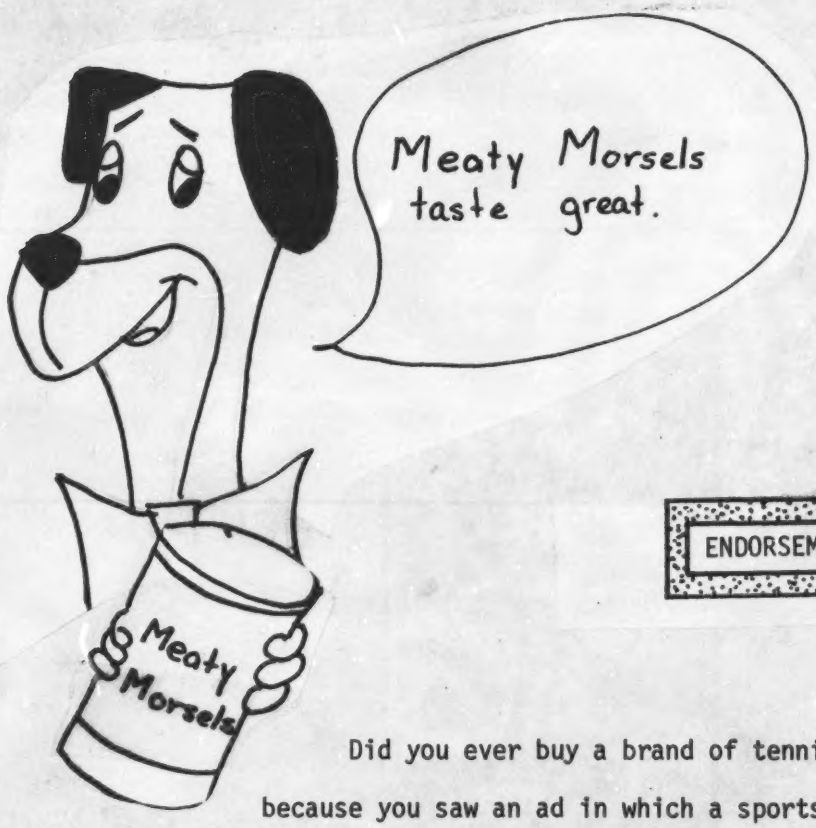
As you studied in the last section, many ads try to persuade you to buy a product or service. That's where I come in. By using one of my powers an advertiser is able to persuade you that you should buy what he is selling.

What are these selling powers? Let's look at a few of them.



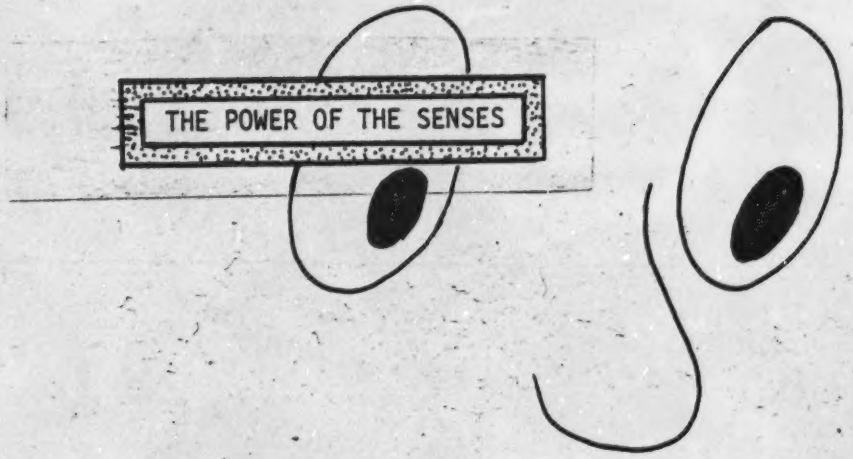
HAPPY FAMILY APPROACH

If you really want the best for your family, you will buy Nutsy Peanut Butter - at least that's what the ad says. The ad makes you think that if you do not buy Nutsy Peanut Butter, you are not giving your family the best. What mother would cheat her family? Of course she wants to buy Nutsy Peanut Butter.



ENDORSEMENTS

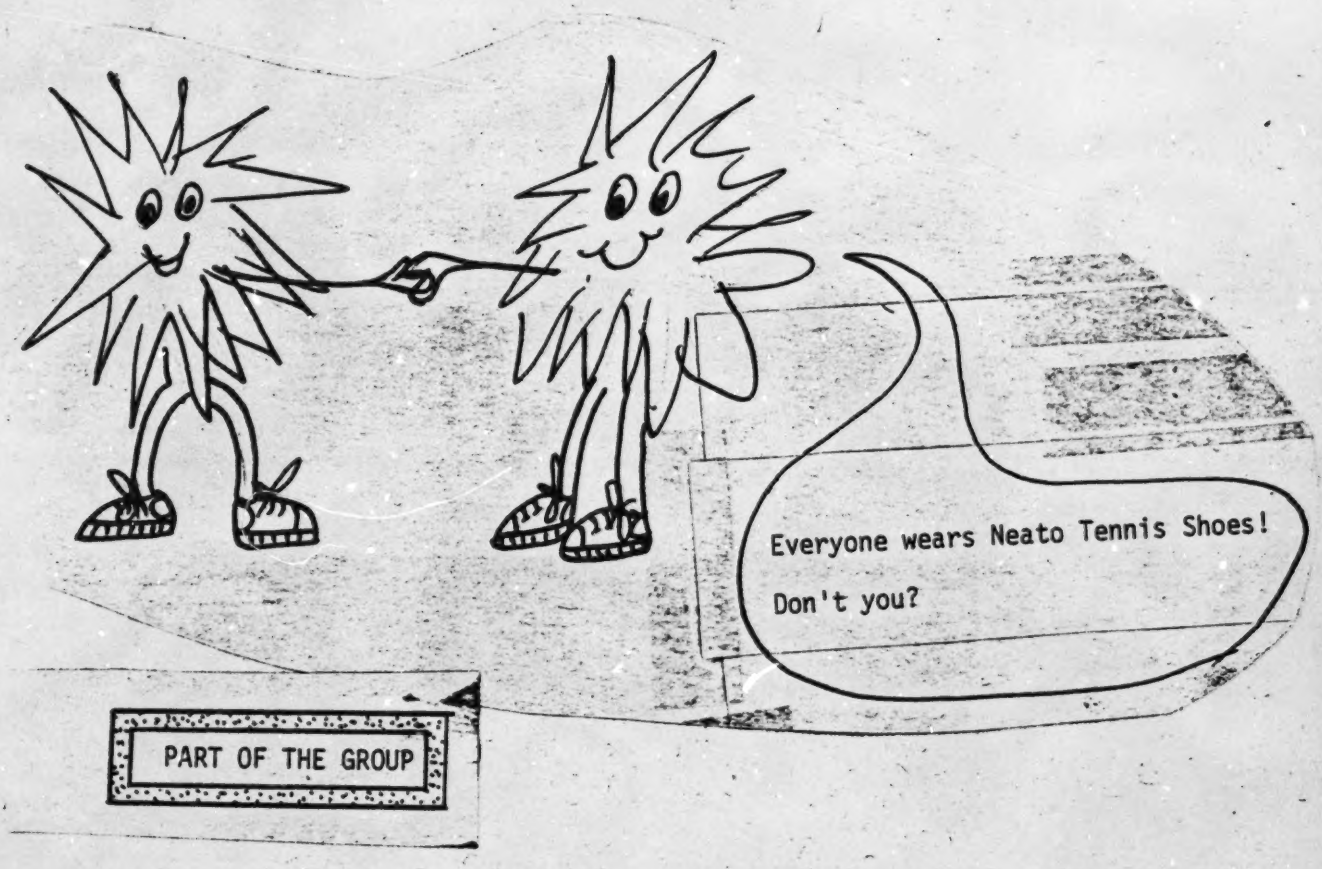
Did you ever buy a brand of tennis shoes because you saw an ad in which a sports hero said that he wore that brand? Maybe you use a certain brand of shampoo because a tv star with beautiful hair says that it is the kind she uses. Both of these ads use the selling power of ENDORSEMENTS. You may think that a product is better because a famous person uses it. Perhaps it is better, but just because Huckleberry Hound endorses Meaty Morsels Dog Food does not make it better.



This ad usually appeals to your senses of taste or smell or touch. Food advertisers often use this super selling power. Think about ads that show you pictures of delicious-looking donuts. Remember the soft-drink ad in which a bottle of the drink was opened (hearing) and poured into a glass full of ice. The only sound you heard was that of the soft drink fizzing and the ice cracking. Didn't it sound cool on a hot summer day?

SCIENTIFIC

This type of approach may use lots of long, hard to pronounce words to make you think that the product is better. Think about deodorant ads that promise that aluminum chlorohydrate will make their brand of deodorant keep you drier. Wh-t the ads don't say is that <u>most</u> anti-perspirants contain aluminum chlorohydrate. You have to read the labels of deodorant cans to learn that. Most of us are so impressed with the long, scientific-sounding words, that we buy that brand of deodorant without checking to see what the ad is really saying.



Do you want to be left out? Of course you do not. If everybody wears Neato Tennis Shoes, then you want to wear Neat Tennis Shoes, too. All of us have a need to feel as though we are part of the group. This super selling power uses a basic need of ours to sell products to us.

SNOB APPEAL

Sometimes people want to be part of the crowd, but sometimes they want to be different. Who wouldn't like to be rich and able to buy the best? This type of ad appeals to the wish to be better than other people.

YOUTH

Many ads today are aimed at young people. Teenagers and children buy lots of things. They persuade their parents to buy things. Advertisers also know that many adults want to stay young and active. So, many ads appeal to youth. The ads may play rock music in the background. Sometimes the people in the ads use words that young people say a lot, such as "get it all together".

HUMOR

Have you ever seen ads that were really funny? Did the ad help you to remember the product when you went to the store? We can, of course, remember ads that used humor to help us think of a brand name. Remember the BIG FIG who danced his way into our hearts. What about the company that used giant - sized fruit to tell Granny about underwear? And who could forget PLOP-PLOP, FIZZ-FIZZ?

Let's look at those SUPER SELLING POWERS again.

ENDORSEMENTS
POWER OF THE SENSES
HAPPY FAMILY APPROACH
SCIENTIFIC
PART OF THE GROUP
SNOB APPEAL
YOUTH
HUMOR

Can you remember what all of these approaches mean?

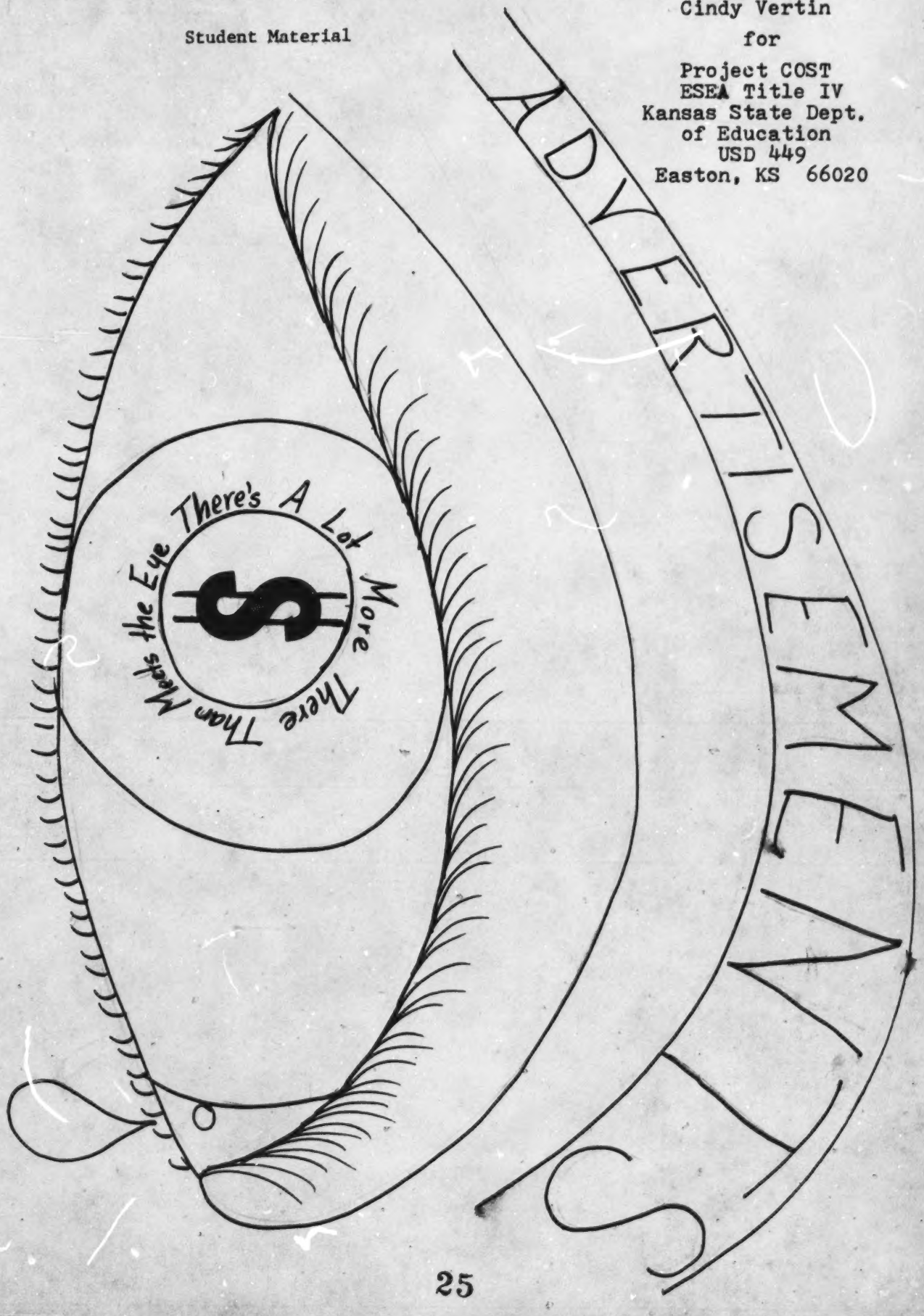
If there is one that you are not sure of, look back and see how ad makers use it?

Student Material

Written by:
Cindy Vertin

for

Project COST
ESEA Title IV
Kansas State Dept.
of Education
USD 449
Easton, KS 66020



INTRODUCTION

Before going any further, I think it is only fair to inform you of the purpose of this capsule. That purpose is to present to you an overview of the sources, kinds of written ads, their purposes and the selling approaches of basic advertisements. Thus, the capsule has been divided into three (3) parts.

Each section will have an introduction and will be followed with a variety of fun activities. Yes, you can choose which activities you would like to do. This is your chance to be DARING, CREATIVE AND INGENIUS!!!

Now, since the activities are very important to this capsule, I must ask that you make a notebook or keep a folder of your work. In order for me to know which activities you have chosen to do, you will need to label each activity by page number and the number of the activity. Any extra materials that you may need to accomplish (i.e. typing paper, glue, magazines, newspaper, etc.) will be available in the room and you may use them as you need them. Also, since this capsule may be used by other students, I ask that you not write in the capsule. Thank you. I knew you would understand.

You will be evaluated according to the neatness of your notebook and the quality of work you do. But, don't worry about that. I know you will do just great work --- After all, IT'S ALL YOURS!

LIST OF OBJECTIVES

Upon completion of this capsule, you will be able to:

1. Identify the different sources of advertisements.
2. Identify types of written advertisements.
3. Recognize the three (3) main purposes of advertisements.
4. Analyze the purchasing powers behind the "basic ad".

SECTION I

CAUTION: There is no cure for
the common ad!

Have you ever stopped to think of all the ways we are approached to buy products? Even though the television, radio and newspapers are the top 3 contenders of advertisements, there are countless other buying devices we are exposed to each day.

This section of the capsule is concerned expressly with making you aware of the different sources and kinds of written ads that are evident in our society. Yes, you may be aware of many of those about to be mentioned, but many ads are so common that we sometimes forget that they are ads.

At the same time, we may look directly at a newspaper and be completely unaware that many kinds of ads are available to us through the newspaper.

Not all ads have to stike us hungrily as McDonalds. Space and money are not used by all sellers. Thus, sometimes, we have to look farther than our noses

to find a product of the same quality but at a lesser cost for an ad. For instance, a classified ad in a newspaper may not greet our eye as readily as a display ad in a magazine; but each has its advantages and disadvantages.

Display ads only appear to have an advantages because it usually has a captivating picture which catches the viewer's eye, but vice versa, a classified ad can "say" more in less space.

So much for now; let's see how you can do.

OBJECTIVES TO PART I : Upon completion of this section of the capsule, you will be able to:

1. Identify different sources of ads.
2. Identify types of written ads.

ACTIVITIES: Complete four of the ten activities listed below. You may do more than four if you wish.

1. List 10 sources of advertisements on a piece of notebook paper. You may work with a partner on this activity if you wish, but each of you should have his/her own list.
2. Read the introductory paragraph on p. 80 in Consumer Study Units.
3. Collect 5 ads from 5 different sources and tape or staple them on a sheet of paper. If you like, you may make a miniature bulletin board display with them.
4. Read p. 9 "Advertising and Other Marketing Activities" in Consumer Advertising.
5. Design with a medium of your choice (crayons, pencil, magic markers) 2 advertisements of different sources on a sheet of typing paper.
6. Listen to Tape and view filmstrip "About Advertising". Your teacher may suggest another filmstrip if this one is not available.
7. Collect 2 classified ads from a newspaper and 2 display ads from a magazine and tape or staple them to a sheet of notebook paper.
8. Read p. 209 and p. 381 in Modern Journalism.
9. List on a sheet of paper, in your own words the advantages and disadvantages of a display ad and a classified ad.
10. Complete "Reading Want Ads" worksheet # 1.

*** Remember, label the Activities you have chosen on your notebook or typing paper and file them in your notebook or folder under Part I and activity number.

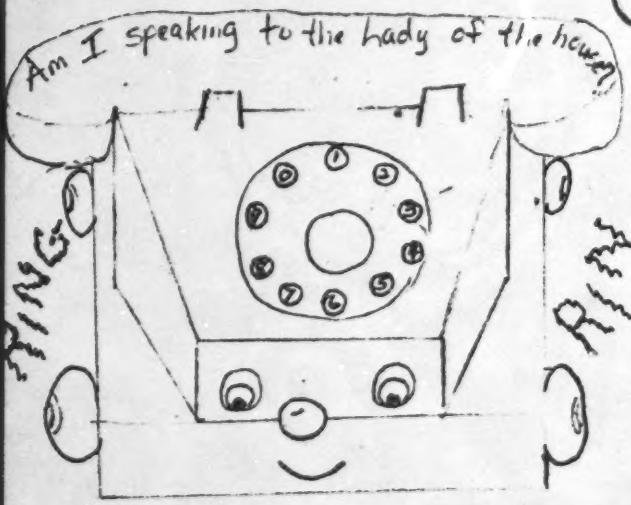
NOW, STOP HERE AND SHOW OFF YOUR GENIUS!!!

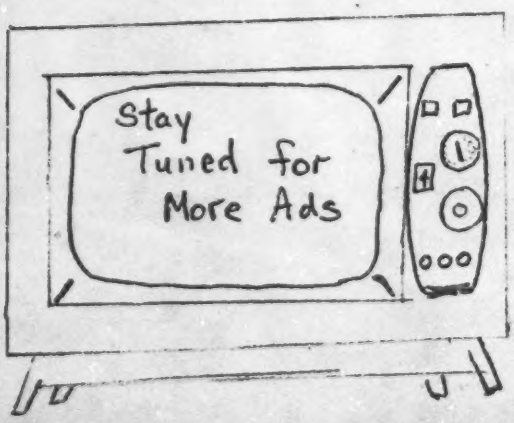
BEST COPY AVAILABLE

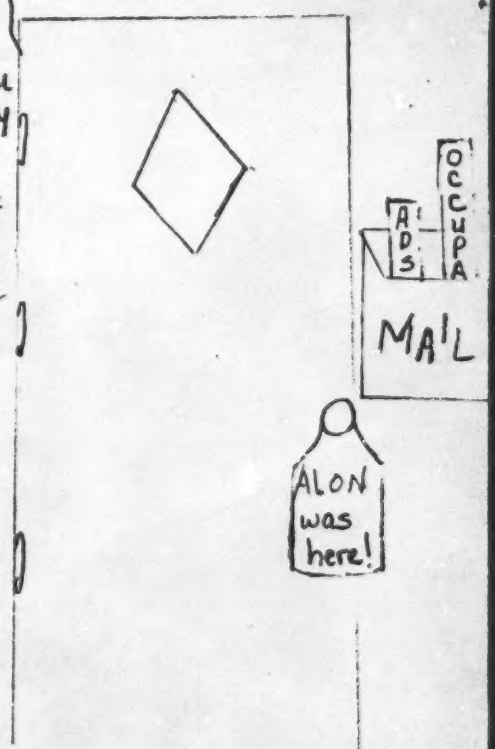
CAUTION

There is no cure for the common ad

(Consumers report that we are exposed to over 2000 advertisement appeals each day.)







P is for the Purpose of advertisement

U is for the Universal sales pitch

R is for the Reading "between the lines"

*P is for Persuading the general public

O is for Ommission of important details

*S is for Services provided to the public

E is for Expert opinions

*S is for Securing information

SEEK AND YOU SHALL FIND THE ANSWER TO WHY.....

SECTION II

PURPOSES

Now that you have taken a look at the different kinds of ads that bombard us each day, let's look closer at their purposes.

You are probably thinking, "What do you think I am, Dumb? Of course, I know! It wants to sell me something?" Yes, you are quite right ... That, it wants to sell; but, it can even be narrowed down to three (3) main purposes.

Advertisement can 1) INFORM, 2) PERSUADE, or 3) OFFER A PUBLIC SERVICE. You are probably most aware of the purpose to persuade a person to "buy" a product. Consider, though, banks and their services, or politicians running for a public office, or the Civil Defense announcements (tornado sirens, bomb alerts, etc.). They aren't always looking to "sell" their product for money. Instead, they try to inform of offer a public service.

Let's again, pause a monent or two and look at some advertisements and their purposes.

OBJECTIVE TO PART II: Upon completion of this section, you will be able to recognize the three (3) main purposes of advertisements.

ACTIVITIES: You must do two (2) of the following four (4). You may do more than 2 if you wish.

1. Identify by matching the purpose of the advertisements shown on the next page. Use your own notebook paper and number your paper one (1) to five (5) then write the words "INFORM" or "PERSUADE" or "OFFER A PUBLIC SERVICE". Check your answer by looking on page ten.

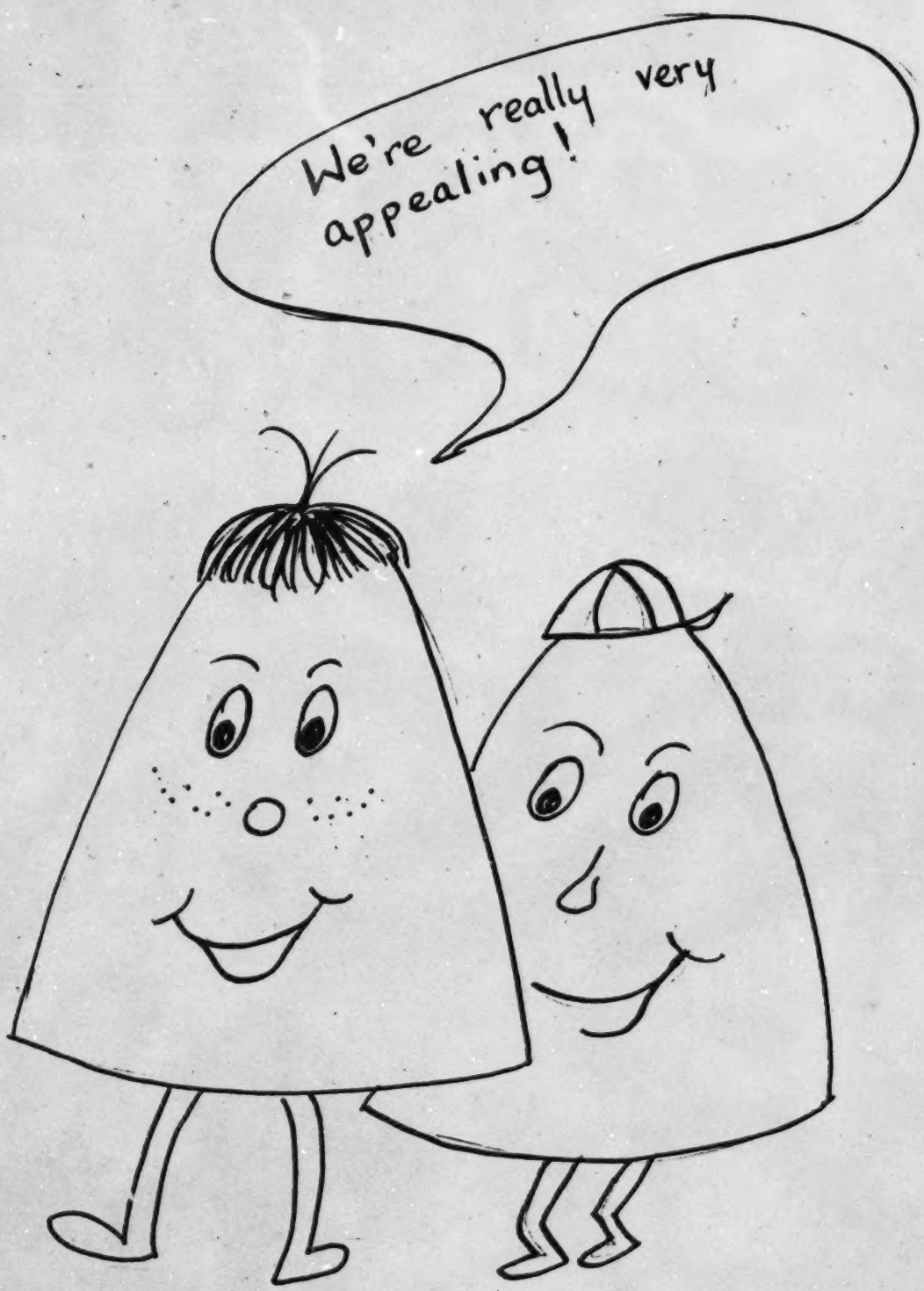
2. Draw, write or tape an original advertisement that has one of the three (3) purposes of advertisement. Use typing paper to draw or write your ad. See me if you would rather tape.

3. Find 2 ads which inform, 2 ads which persuade and 2 ads which offer a public service. Paste or tape to paper and briefly tell how it informs, persuades, or offers a public service.

4. Reread p. 80 Consumer Study Units.

ANSWERS TO ACTIVITY 1

1. Persuading or Inform General Public
2. Persuade
3. Securing Information/Services Proveded to Public
4. Securing Information
5. Services Provided for Public good or Persuade


We're really very appealing!

SECTION III

APPEALS

Oh, Boy! My favorite part of this capsule is here!

Part I was concerned with the WHAT; Part II was concerned with the WHY; and alas, Part III will be concerned with the HOW.

How do advertisements sell the consumer on their products or ideas? Ha, ha, ha, very carefully, that's how!

Advertisers have to know their customers.

The simplest kind of ad is the "basic ad". It gives the consumer, YOU, information about the product, but it doesn't try to appeal to your feelings. What does it appeal to? SIMPLE! It can appeal to: 1) the senses, 2) the "happy family", 3) people's trust in the expert opinion, 4) famous people, 5) the group (everybody likes), 6) the snob, 7) young people, 8) symbols (White tornado), 9) It's "new" fad, 10) Romantic, 11) Humbleness, 12) Concern for the public good, 13) Statistics, 14) Humor.

Whew! Did I say simple? Not so! In other words, if advertisers can't get to you one way, there are at least 13 other ways to catch your attention. Maybe, you can already begin to recognize some of the approaches that have convinced you to buy a product at one time.

Notice, though, that each approach can appeal to a particular group of people. For instance, the youth appeal: McDonald's has a great approach in the "Happy Meal Box". If the food doesn't appeal to the Kid's stomach, then by all means, jazz it up with a "free" surprise (unedible) and cookies (a child's best friend). Also, NOTICE that the total contents comes in an appealing toy-box container and not in a plain white paper sack! The first time my four year-old boy saw the T.V. commercial for the "Happy Meal", he bugged me and his father endlessly to take him to McDonald's. He succeeded

in getting his "Happy meal" and quite frankly, I was curious to see the real thing myself!

Do you think, then, that McDonald's succeeded with this advertisement? Of course, it did! McDonald's knew: 1) that it would appeal to young people; 2) that the young people are the best salesmen for their product and 3) that Mom and Dad would buy the product to put an end to their child's persistent bugging, or Mom or Dad couldn't let their child be the only one in the neighborhood to not have his very own "Happy Meal Box".

So much for my rambling, let's see what kind of judge you are of an advertisement's audience appeal.

OBJECTIVE TO PART III : Upon completing this section, you will be able to analyze the purchasing powers behind the "basic ad".

REQUIRED ACTIVITIES: You will do one or more of these activities.

1. Read pp. 2-9 of the Scope Activity booklet "Advertising".
2. Read "Madison Avenue" in On Strike and Other Economic Games.
3. Read Approaching Advertising . This booklet is part of the information included with this capsule. Your teacher can tell you where to find this booklet.

ALTERNATE ACTIVITIES: Complete two of these activities.

1. Choosing 7 approaches of the basic ad, find seven ads and label each ad to its buying approach.
2. Conduct a survey of edible products of different brands by use of a taste test. Choose a product. Select 4 or 5 different brands of the same product. Mark the products "Brand A", "Brand B", "Brand C" etc. Allow several people in your class to taste each brand. Ask them to indicate which brand they like best. Show the results of the tasting with a chart.
3. Conduct a survey of the purchasing power behind the ad. To do this, you must make a chart of 14 ads and put a number on each ad. Only you will know the purchasing approach of each ad. The people surveyed will choose the 2 ads they like best. You will then tally the points of each ad that is selected. Make a note of any large discrepancies of the people surveyed. Age might indicate the appeal of the ad to a particular group of people.